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ABSTRACT

This study presents an overview of how the further, higher, and adult education (FHE) system in England should support the rural economy. It is meant to relate to the changing agricultural scene, its diversification, the movement of people, and the well-being of the community. The first seven chapters of the booklet describe the nature of the agricultural industry, its work force and problems, and the present state of the art with respect to post-school education and training in rural areas. Chapters 8 and 9 analyze the changes and their implications for FHE. Chapter 10 presents the following conclusions: (1) agriculture will remain the dominant industry, but not necessarily the major employer of skilled labor; (2) tourism, small business, new technology, and other forms of diversification will erode many of the boundaries that presently exist between agricultural and other colleges; and (3) marketing and access are key words--the needs of the rural community should be served. If the FHE system does not serve this population, other providers will fill the gap and displace FHE from its traditional role. Twenty-two references are cited; two appendixes provide lists of research and collaborative projects. (KC)

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The Rural Economy

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An FEU View

The Rural Economy: Implications for Further, Higher and Adult Education

An FEU View

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FURTHER EDUCATION UNIT

Elizabeth House York Road London SE1 7PH Telephone 01-934 9000

Chairman: Allan Ainsworth
Chief Officer: Jack Mansell

Chief Education Officers
Principals of FHE Establishments
Secretaries of Regional and FE
Examining Bodies
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Dear Sir/Madam

THE RURAL ECONOMY

I enclose an FEU Board of Management view on how the FHE system should support the rural economy. It is meant to relate to the changing agricultural scene, its diversification, the movement of people and the well-being of the community.

Respective chapters of the document describe the nature of the agricultural industry, its workforce and problems, and the present state of the art with respect to post-school education and training in rural areas. Later chapters analyse the changes and their implications for FHE.

The messages, summarised in Chapter 10, are familiar enough in other contexts but may be new to those LEAs and colleges who have not so far considered themselves as having a significant contribution to make in relation to the rural economy. Agriculture will remain the dominant industry, but not necessarily the major employer of skilled labour. Tourism, small business, new technology and other forms of diversification will erode many of the boundaries that presently exist between agricultural and other colleges. We all, apparently, have some role to play in contributing to a buoyant rural economy.

Work-Related NAFE plans and programmes should have regard to this changing scene. Diversification should mean increased opportunities; these in turn should create a demand for more and new education and training opportunities, which in turn call for more flexibility and collaboration between providers.

Marketing and access are key words. The rural population has never been very well served in terms of equal educational opportunities, outreach is still largely regarded as experimental, and the concept of serving the needs of the agricultural family may be new to many.

Two persistent messages from the FEU to the further, higher and adult education system are: the needs of the community should be served, and if the system does not respond, others will. The FEU has work in hand relating the system to Major Economic Developments and Inner City Regeneration. This document is hopefully the beginning of increased activity related to the rural economy; the same two messages apply.

The FEU records its appreciation to John Cooke for his major contribution to this document.

Yours faithfully,

Jack Mansell

JACK MANSELL
Chief Officer

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1. SOME CURRENT PROBLEMS OF THE AGRICULTURAL INDUSTRY

Overproduction, pollution and access

1. The image of the agricultural industry has suffered in recent years for a number of reasons, including:

— the overproduction of certain farm products in this country, in Europe and throughout the Western World;

— a fear that farmers may be polluting fields, water-courses and wildlife through using an increasing range of chemicals and by other modern farming practices;

— problems of access by the country's largely urban population (45 million) to a countryside much of which is not common land, and in which live only 11 million people.

2. Serious as they are, these difficulties should be kept in perspective, for without a healthy and profitable agricultural industry we could not compete with other countries. The amount of food consumed in the UK changes little from year to year and eating habits change only gradually.

Self-sufficiency in food production

3. Our farms produce over 60%[1] of the nation's food supplies (80% of indigenous foods) but it is the growing surpluses of wheat, barley and meat that hit the headlines. It has been calculated that the average surplus of these products was around 15% in 1986 and that this should be reduced to 5% in a prudently run economy. A margin of this order is necessary as the agricultural production line cannot be easily switched on and off and the farmers have to cope with the vagaries of the weather, the behaviour of pests, diseases and other factors that can affect crops and livestock.

Effects of the Common Agricultural Policy

4. The Common Agricultural Policy is largely responsible for current surpluses but the EEC is coming to terms with food mountains by fixing lower prices and using devices such as quotas, quality controls and possibly 'land set aside' programmes as in the USA. Measures have also been announced to assist farmers who adopt low-income systems in environmentally sensitive areas, and plans are being made for direct income assistance to farmers in the less favoured areas and for improved early retirement schemes. These forms of support are necessary as

many of the problems facing agriculture have far-reaching implications for the social structure of the rural population. One of the major advantages of membership of the EEC is the financial assistance which can help prevent parts of our country becoming littered with derelict farms.

5. Under the recently announced Alure project (Alternative Land Use and the Rural Economy), the number of Environmentally Sensitive Areas will double to 18 and their budget will rise from £0.7 million to £14 million. A further £5 million will be available to help farmers add value to their products and to diversify with new ones. A plan to promote farm woodlands offers a maximum of £125 per hectare for new planting and will probably be restricted to blocks of less than 20 hectares. There will also be a further £3 million for traditional forestry. Decisions on land 'set aside' have yet to be made.

6. New planning legislation will lift the 'farming first' presumption on agricultural land. In a draft circular issued by his Department in February 1987, the Secretary of State for the Environment said that 'the general beauty of the countryside and the environment are as important, perhaps more important, than the production of food'. Even so, we may expect some shift from food production to housing developments, industrial estates, out-of-town shopping malls and theme parks, especially on the fringes of towns. Such change will require careful management to prevent speculative development having a deleterious effect on the environment. Intensive agricultural production has also, in some areas, bought about undesirable effects on the countryside.

2. THE SIZE AND STATE OF THE INDUSTRY

Value of farm output, farm size groups and land tenure

7. In 1984 the total output from UK farms was nearly £12 billion,[2] an increase of £4 billion since 1980. Of this, 75% comes from England, and 90% is produced by just under half of the 118,000 farms and horticultural holdings in the UK. The value added figure amounted to £4 billion, in other words, £12 billion less net input and depreciation. Rather more than half of the nation's farms and holdings are so small (in terms of business turnover) that they are not considered to require the labour of one full-time worker.

8. In terms of area, 50% of UK holdings are in the 1-30 hectare size range, 44% are in the 30-200 hectare range and 5.5% are over 200 hectares. The agricultural industry consists essentially of a large number of small entrepreneurs with a relatively small proportion of large-scale farmers. In 1985 some 70% of holdings were wholly or mainly owned by the occupier and 30% wholly or mainly rented.[3]

Farm incomes and farm businesses

9. Whilst many farms still show very satisfactory returns on the capital invested, a 1985 survey of farm incomes in the UK showed that some 44,000 small farm businesses, one third of the total surveyed, netted considerably less than the average annual earnings of a farm worker (£6,800).[3] This could be due to a number of reasons such as lack of capital, limitations due to the size or potential of the holding, changing market requirements or management factors.

3. LAND USE

Number of holdings and contribution of smaller holdings

10. Just over 75% of the land in Britain is used for agriculture, the rest being mountain, forest, urban or other areas. The urbanised sectors are equivalent to some 15% of those devoted to agriculture. 12 million hectares of agricultural land are under crops and grass and six million hectares are rough grazing.

11. There were in 1985[3] 239,000 agricultural and horticultural holdings in the UK. 50% of these holdings contribute a negligible amount to the nation's food requirements but still provide a home and some sort of income for the owner or tenants.

12. Investment returns on agricultural land are rapidly losing ground to those from forestry, commercial leisure and environmental conservation. There is a growing gap between prime agricultural areas, where farming is becoming more specialised, and poorer farmland on which farmers are having to look for alternative sources of income. Leisure industries such as tourist accommodation, historical heritage sites, golf courses and lakes for water sports are being recommended.

Investment returns in land

13. The national situation can be summed up thus:

- *Top quality land near towns.* Here the emphasis will probably remain on agriculture where food can be produced efficiently and competitively. An example would be parts of Essex.

- *Top quality land away from towns.* Here a stronger emphasis on agriculture is anticipated. For example, in parts of Lincolnshire and Angus in Scotland little prospect for commercial leisure or forestry investment is foreseen.

- *Poor lowland near towns.* The importance of agriculture might dwindle, but it will remain the main land use. In Sussex, for example, leisure industries are likely to expand rapidly and a greater interest in conservation should follow.

- *Poor lowland away from the towns.* Agriculture here is likely to be scaled down, with forestry and leisure use replacing it, without environmental concerns becoming a priority. Northumberland is an example of such an area.

- *Upland near urban areas.* In parts of Wales and Devon for example, the role of agriculture is expected to fade rapidly. The top priority is environmental conservation as commercial leisure becomes more important than farming.

• *Upland areas away from urban areas*. The Scottish Highlands, Central and North Wales and the Lake District are examples of areas where leisure pursuits and forestry are likely to overtake agriculture and become a top environmental priority.

14. The problems of land use are as much social as they are economic. Farmers have strong roots in the land, they usually live and work in isolated situations and they regard their work as a way of life. Those who farm in the upland regions have to endure severe conditions and business returns can be marginal. To help avoid depopulation of the hills and other less favoured areas, assistance is available in the form of livestock compensatory allowances and other grant schemes.

15. As an increasing number of farms and holdings become surplus to requirements as food producing businesses, it is important that farmers be encouraged to remain as 'guardians' of the countryside. It is they who have the local knowledge of the land on which can be built the new skills necessary to conserve the countryside and to provide facilities for alternative land-based activities. The way in which our land is used and cared for is of concern to those who live in towns and cities as well as to those who live in the countryside. This has obvious implications for further and adult education.

4. THE AGRICULTURAL WORKFORCE

Numbers of farmers and workers and the types of work

16. In 1985 the total labour force in the industry was 616,000 or 2.6% of the country's workforce. This included 199,000 full-time 'farmers, partners and directors', 157,000 full-time workers and only 8,000 salaried managers. Of the full-time hired workers in 1982,[4] 41% were classified as general farm workers, 21% as tractor drivers, 7% as dairy cowmen, 11% as other stockmen and 6% as horticultural workers.

17. The proportion of the total labour force engaged in agriculture rises well above 2.6% in many counties.[5] For instance, the proportion is 9.2% in Cornwall and 10.6% in Lincolnshire. In Scotland, over 10% of the employed population in both the Border, and Dumfries and Galloway regions is directly engaged in agriculture. In Wales the figure rises to 15% in Dyfed and 22.5% in Powys, and in Northern Ireland 21.5% in County Tyrone and 31.5% in County Fermanagh. The average size of the farm workforce is relatively small since 50% of all farms employ no labour, 20% employ one person, 15% two people and only 15% three or more people.

18. The annual rate of decline in the numbers employed in agriculture is now less than one per cent[6] and it seems that the most rapid outflow of workers from farms has always been associated with a rapid expansion of other job opportunities. In fact the numbers in certain categories of worker is declining more slowly than in others and some are actually increasing in number.

Increases in family and casual labour

19. The combined effect of these different rates of change is to alter the structure of the workforce. Two of the more significant changes[6] are the increasing proportion of family workers on the one hand and of part-time and casual workers on the other. In a period of high unemployment in the economy as a whole, it seems likely that farmers' children who, in other times, would have obtained employment away from the farm, now return to the family farm as an employment refuge. It is not clear whether the family worker replaces an employee or is incorporated as an extra member of the workforce. The spouses of both farmers and farm managers are also playing an increasingly significant role in the industry's workforce, especially on the smaller farm. All of the changes have implications for education and training.

The different types of labour used on farms and holdings

20. These trends mean that farm families now provide the majority of the labour input to the industry and they currently represent just over 60% of the total farm workforce in England and 77% in Wales. Regular hired workers account for

26% of the workforce[5] in England and 10% in Wales, whereas the proportions for seasonal and casual workers are 12% and 14% respectively. Scotland has more regular hired workers (32%) and less seasonal and casual (6%). In Northern Ireland family workers account for 82%, regular hired workers 6% and seasonal and casual workers 12%.

The 'contractualisation' of the workforce

21. The number of businesses and individuals providing labour to the industry on a contract basis appears to have increased considerably in recent years. As the technology of agricultural production becomes more complex (in terms of both materials used and human skills required), farmers resort to specialised contract labour. They cannot always call on the necessary degree of specialisation from their own workforces and some skills are only required spasmodically. Because of this, an increasing proportion of the direct labour input to farming is coming from outside the farm.

The occupations related to agriculture

22. The worker on the land is also supported by a number of other workers who supply services, for example bankers, accountants, veterinary surgeons, solicitors, agricultural consultants or land agents. Others trade in agrochemicals, animal feeds, horticultural supplies, farm machinery, grain, animal health products, livestock and livestock products, vegetables and sundry farm requisites. Some of these workers are based in urban areas and some in the country and, they account for around 2.2%[5] of the national workforce, which compares closely with the agricultural proportion of 2.6%.

5. CHANGES IN THE RURAL POPULATION

People moving out of and into the countryside

23. With the reduction in demand for labour in agriculture and other traditional rural industries, unemployment is often high in rural areas. The lack of job opportunities means that many people, particularly the young, move elsewhere in search of jobs. The provision of local services can then no longer be justified for those who are left behind. As people leave, so the schools close, village post offices and shops shut and public transport is reduced. As a result, villages become less attractive and the spiral of decline continues.

24. On the other hand, people are moving into the countryside, commuting to jobs in towns, retiring to an attractive environment or buying second homes. These movements bring their own problems by pushing up house prices to a level which those living locally cannot afford.

25. This ebb and flow has implications for education in environmental matters. A variety of approaches is required to meet local needs. For instance, well-run distance learning programmes might be more suitable for some of the dispersed and declining agricultural populations, whereas short day courses can be more attractive to people in the more densely populated areas of the countryside. The range of potential learners runs from the primary agricultural and village populations to those who are new or relatively new to the countryside.

The Development Commission and Rural Development Areas

26. The Development Commission, together with similar agencies in Wales and Scotland, is concerned with the problem of rural decline and one of its aims is to increase the number and variety of employment opportunities. The Commission works through agencies, notably the Council for Small Industries in Rural Areas (CoSIRA). Priority has been given to the Rural Development Areas (RDAs) which replaced the Special Investment Areas in 1984. The criteria for designation as an RDA are:[7]

— an unemployment rate above the UK average taking into account changes in recent years;

— an inadequate or unsatisfactory range of employment opportunities;

— population decline or sparseness;

— a net outward migration of people of working age;

— an age structure biased towards the elderly;

— poor access to services and facilities.

27. While it is not necessary for all the criteria to be satisfied, it is envisaged that most RDAs will meet the first and one or more of the remainder. It is considered unlikely that the boundaries of the RDAs will be changed for five years (from 1984) unless there are dramatic changes in socio-economic circumstances.

28. It is interesting to compare the siting of RDAs with the forecast of land use made in paragraph 13. For instance, neither Essex nor most of Sussex contains RDAs and agriculture is likely to remain the main land use, especially in the former.

29. Most of Lincolnshire, forecast to continue as a prime area of agricultural production, is within an RDA. Northumberland, Devon and most of Wales are within RDAs and are areas in which agriculture is forecast to diminish in importance.

30. An example of a training initiative in an RDA is a Local Collaborative Project sponsored by the MSC and the DES in East Northamptonshire and Huntingdonshire, entitled 'Working Together'. The project team includes representatives of local industry, CoSIRA, two county councils, a bank, a trade association, Leicester University and the Royal Agricultural Society's Rural Employment and Training Unit. The project programme includes a survey of training needs matched to current provision, making recommendations for improved provision and an awareness campaign.

The importance of agriculture to the rural economy

31. The general conclusion of a study[8] of the Scottish economy (1978) was: 'the more traditional industries, and more particularly agriculture, and those using agriculture as their main input, are still the most important in terms of their integration with the rest of the economy. This means that these industries have the greatest ability to stimulate additional indirect output, income and employment in the rest of the economy.'

32. In assessing the contribution that agriculture makes to employment, it is not simply the total number of people involved that is important but their location in areas where the population is falling below the threshold of service provision. A healthy agriculture can help maintain a viable economic base.[8]

33. The majority of those supplying goods and services to farms appear not to be based in towns. In particular, construction and service inputs, which form a large proportion of the intermediate products entering agriculture, are more

likely to be supplied by companies and individuals based in rural areas.

Fewer farmers but more rural jobs

34. There is a prospect of some farms generating new demand for labour as they diversify into alternative enterprises. For instance, extra labour is required by dairy farmers converting milk into a variety of new products such as farmhouse cheeses and yoghurts. Farmers who convert old buildings into holiday accommodation or develop fields as camping and caravan sites may also require new labour to service these enterprises.

35. The less intensive systems of crop and animal production are, conversely, more labour intensive; growing vegetables organically is likely to need more workers for jobs such as hand-weeding, and keeping free-range hens is likely to require more labour for feeding and egg collecting.

6. THE CURRENT PROVISION OF AGRICULTURAL EDUCATION AND TRAINING

Agricultural education

36. There are some 15 university departments of agriculture or related areas and some 58 colleges and centres of agricultural education in the UK. The number of farmers and workers who have received, or are receiving, further or higher education has been steadily growing in recent years. There were over 27,000 students[9] attending non-advanced courses in agriculture and nearly 2,000 attending advanced courses in this subject and in allied subjects in England in 1984/85. This compares with a total of some 22,000 in 1975/76 and is due in part to the increasing impact of the Youth Training Scheme (YTS).

37. Most of the courses leading to qualifications and run by the colleges and centres of agricultural and horticultural education have been monitored by, and approved through, arrangements operated by the Regional Advisory Councils for further education. The provision of advanced full-time courses is subject, in the usual way, to National Advisory Board (NAB) approval and, uniquely, non-advanced full-time courses in agriculture are also subject to approval by the National Consultative Committee for Agricultural Education (NCCAE). The NCCAE has published lists of approved full-time courses and it also surveys the initial destination of full-time course leavers. Clearly, it will be essential for course approval procedures to adopt flexible approaches if the colleges are to respond to the changes taking place.

38. The variety of certificate, diploma and degree courses is considerable. The Business and Technician Education Council (BTEC) lists 26 study areas for its diplomas, including arboriculture, countryside recreation, fish farming, horse management, horticulture, landscape construction, poultry and rural resources and their management. There is a similar range of specialisms in certificate courses which are validated under the National Examinations Board for Agricultural, Horticultural and Allied Industries. Degree level courses also cover a wide range of specialisms[10,11]. There has, however, been no recent research into the qualifications held by members of the agricultural workforce and those in the related occupations.

39. Some agricultural colleges have embarked on a fundamental review of their objectives, their range of products and their marketing strategies. A number have produced Work-Related Non-Advanced Further Education (WRNAFE) programmes either as an adjunct to, or as part of, their LEA development plan.

Labour market information for rural areas is influenced by the large number of agricultural holdings worked by one person or on a part-time basis, and travel-to-work patterns can be difficult to map.

Agricultural training

40. The Agricultural Training Board (ATB) reported that there were 4,003 apprentices and 3,902 craft trainees in 1984/85. Agriculture, forestry and fishing are, however, still almost at the bottom of the training league with less than 6% of all employees receiving related job training.[12]

41. The Board has developed a network of nearly 700 training groups which ran some 24,000 course days of adult training during 1984/85. The average size of the groups is 30 and the farmer and grower members are said to identify their own training needs and those of their staff, following which, with the assistance of a group training officer, a programme of short courses is arranged (usually one to three days). Over two-thirds of the courses come within the mechanisation category; the remainder are mainly orientated towards livestock and management. There is an increasing number of farm enterprise courses and some groups are formed entirely of, for instance, pig producers or vegetable growers. During 1984/85 the Board trained some 800 instructors and updated 360 others.[13]

42. Area Training Committees, usually one per county, monitor agricultural training needs in their area and act as channels of communication between the ATB and the farmers and growers. They include representatives of employers, employees, agricultural colleges and centres, together with others who have interests in agricultural training.

The Consultative Group for Training and Education in Agriculture (CGTEA) - YTS and open learning

43. A group was established in 1977 from representatives of the training, education and advisory services in order to provide a forum for consultation at national level. Its terms of reference are: to co-ordinate the planning, development and implementation of activities which are of mutual concern; to ensure the optimum use of joint resources (in particular, those made available by MSC or other government departments); to recommend to constituent organisations the adoption of jointly agreed policies, where necessary indicating priorities.[14]

44. One of the main outcomes to date has been the development of the Preferred National Youth Training Schemes for Agriculture and Commercial Horticulture. The current two-year scheme aims at meeting the needs of 16- to 17-year-old school-leavers who wish to enter these industries.

45. The scheme provides school-leavers with a structured programme of training and education integrated with planned on-the-job work experience and

supervised practice. It also provides them with greater opportunities to develop, with the assistance of assessment, counselling and vocational qualifications, their potential for employment in agriculture, horticulture or other industries and/or for further education and training through the existing pattern of full- or part-time courses and apprenticeship.

46. Colleges offer education and training provision for all new entrants, including YTS trainees, by means of appropriate part-time courses.

47. The main inputs to the scheme are 30 hours of induction and initial assessment, 75 weeks (3,000 hours) of planned work experience, 30 hours of counselling and assessment and 540 hours of off-the-job learning. The latter is achieved through agricultural and horticultural further education and training matched to the needs and ability of the individual and leading towards existing vocational qualifications and skills competence relevant to the trainee's future work. Training in transferable skills and personal development is integrated with the occupational skills training.

48. Another important function of the CGTEA has been the establishment of a National Opening Learning Group for the industry. A secretariat was established in 1984, funded for three years through the Open Tech Unit of the MSC. This has produced an overall framework for open learning packages in agriculture and horticulture[15] with the aim of avoiding *ad hoc* developments and duplication. It has also made recommendations on delivery systems and produced a series of newsletters and Local Collaborative Project bulletins.

Rural education in schools

49. The basis of education and training for living and working in rural areas should be provided in the schools. In the secondary sector there are many examples of thriving rural and environmental studies departments which provide a rich source of learning material for all ages and levels of ability.

50. Interesting examples of new appoaches to pre-vocational education are the BTEC/CGLI Foundation Courses in agriculture (14-16 years) and CPVE (one year post-16) schemes which include appropriate modules. The former can provide a useful preparation for entry into the industry and the latter provides young people who stay on at school with basic skills and experience in a work-related context. The aim of these schemes is to encourage the development of skills, knowledge and attitudes that are essential for adult life. Pilot schemes have been run linking CPVE with YTS and decisions are soon to be made on this relationship. Both schemes are motivating many of those who would previously have been regarded as failures.

51. Environmental science has achieved a firm place in the school curriculum

and is examined at ordinary and advanced levels. Syllabuses and examinations in agricultural and horticultural science and rural studies have been offered by one or more of the examining boards, and these subjects play an important part in many rural schools.

52. New GCSE syllabuses have been produced for first examination in 1988. Many schools have been able to take advantage of the Technical and Vocational Education Initiative (TVEI) in order to improve facilities and increase resources for rural education.

53. It should be recorded that some colleges of agriculture offer considerable support in the form of staff, expertise and resources to school-based studies; other colleges might emulate these examples.

7. THE TESTING OF COMPETENCE IN AGRICULTURE AND ALLIED SUBJECTS

Assessment and certification

54. Schemes for testing the competence of part-time students have been developed by CGLI, the regional examining boards and other organisations over the last 40 years or more. Certificates are currently awarded at four levels. National Certificates (mainly at levels II - III) in agriculture and allied subjects have been available to full-time students usually attending one-year residential courses. These certificates were originally administered by the National Certificate Examination Boards for Agriculture and Horticulture, which were serviced by CGLI.

55. While the variety of full- and part-time schemes suited local farming conditions, they also led to difficulties in transferring credits and in the national recognition of awards. The situation was acknowledged in the Hudson Report (1973)[16] whose recommendations led eventually to the establishment in 1981 of a National Consultative Group for the Co-ordination of Validating Arrangements in Agriculture and Related Subjects.

56. Following work done by this group, the National Examinations Board for Agriculture, Horticulture and Allied Industries (NEB) was established in January 1986 under the aegis of CGLI. This Board has assumed responsibility for Phase I, II, III and IV courses and for National Certificate courses at all levels. It is now actively investigating the integration of National Proficiency Tests into these courses.

57. National and Higher National Diplomas, previously administered by a Joint Committee, are now the responsibility of BTEC. A BTEC/NEB liaison group has been established (1986) to consider all aspects of overlap and progression in existing and proposed courses at all levels.

National Council for Vocational Qualifications

58. The Review of Vocational Qualifications Working Group, set up by the Government in 1985, was charged with reviewing the full range of vocational qualifications and proposing a mechanism for establishing and co-ordinating an integrated qualification structure which was comprehensible, comprehensive and relevant to the needs of industry and commerce.

59. The agricultural sector had already made great strides towards putting its own house in order through the measures indicated in paragraphs 54-7.

60. The new National Council for Vocational Qualifications and the MSC have, however, designated industry 'lead bodies' to 'ensure specification of standards and [in their own industrial sectors] to have formal working relationships with one or more of the examining and validating bodies accredited by the NCVQ'.

61. The Agricultural Training Board has been named as the 'lead body' for agriculture and it has set up (December 1986) a new Committee for Vocational Qualifications and related matters in Agriculture and Commercial Horticulture.

8. A CHANGING CURRICULUM FOR THE RURAL ECONOMY

Changes with implications for agricultural education

62. As indicated earlier, some of the problems requiring prompt attention by the education services are:

i) overproduction in the industry and changing land use with the concomitant need for education and training in the new enterprises and services with which farmers are becoming involved;

ii) the increasing complexity of technology in agriculture, in terms of hardware and human skills, and its implications for course content;

iii) concern about intensive methods in agriculture and the pollution of food, soil, water and wildlife, and the consequent need for adequate training in conservation;

iv) the changing structure of the agricultural workforce, including increases in family, casual and contract labour.

63. Some of the issues are discussed in *New Opportunities for the Countryside* (Countryside Commission, 1987). Although the document says little about education and training, the issues it raises all have an education or training dimension. Indeed, they point to a need for programmes not only for those who work on the land, but also for those concerned with formulating, implementing and advising on policies related to land use and access.

The contribution of the further, higher and adult education services

64. As the work of the agricultural colleges diversifies to cater for these changes, there will be increasing opportunities for contributions from the other institutions of further and higher education. There are already close links in the provision of formal education at various levels. Some CNAA degrees and some diplomas are organised jointly by agricultural and other colleges such as Reading University, the Polytechnics of Bristol, North Staffordshire, Plymouth, Wolverhampton and the Colleges of Higher Education in Blackpool, Hull and Wrexham.

65. A number of colleges of further educatic offer courses, sometimes in conjunction with an agricultural college, in sut t areas such as farm office skills, farm and horticultural machinery repair, horticulture, floristry, horse management, beekeeping and aspects of wildlife and the countryside.

66. Many of the agricultural college courses held at outcentres in market towns are the only form of further education available to the local community.

67. Adult education classes are often held in premises not normally designed for education. They have a significant contribution to make and the line between adult and 'vocational' education is blurred.

68. While adult education courses are designed mainly for those seeking spare-time enlightenment, craft courses in particular can be the means whereby the unemployed and those seeking changes in employment are enabled to start up new rural enterprises.

69. The accessibility of FHE to the rural population is a problem and alternative methods of delivery are urgently required. The technology is available for innovative systems to reach out to dispersed populations and it is now a matter of introducing the most cost-effective equipment and software.

70. The Countryside Commission issues a *Directory of Training Opportunities in Countryside Conservation and Recreation* (in-service and pre-entry). Twenty-three postgraduate degree and diploma courses are listed, together with thirty-three first degree courses and eight courses leading to Higher National Diplomas. An interesting example in the latter category is that of the three-year full-time HND course in Rural Resources and their Management, offered by Seale-Hayne Agricultural College in Devon. The course includes agriculture, rural recreation, forestry, wildlife conservation and business studies.

71. Three-year full-time OND courses in Countryside Recreation are offered by agricultural colleges. One of these, offered by Merrist Wood College, Surrey, is intended for those who will be responsible, as rangers and wardens, for maintaining areas of countryside used for public recreation, informing the public and involving them in countryside conservation and management. A similar course offered in Northumberland is an interesting example of collaboration as it includes two terms in each of the three county agricultural colleges of Cumbria, Durham and Northumberland.

72. Barony Agricultural College in Dumfries offers a one-year full-time course in Countryside Skills for Recreation and Leisure intended for people seeking employment in country parks, nature reserves and similar situations.

73. A further twelve colleges of FHE offer in-service courses leading to BTEC and NEBSS certificates in various forms of recreation management, and an increasing number of colleges run courses leading to the Institute of Leisure and Amenity Management (ILAM) diploma in Recreation, Leisure and Amenity Services.

74. Capel Manor Horticultural and Environmental Centre (Waltham Cross, Hertfordshire) runs a one-year day-release course in Countryside Conservation whilst the Cheshire College of Agriculture runs block- and day-release courses in Countryside Recreation - both courses leading to CGLI Certificates in Leisure and Recreation Studies.

75. The CGTEA booklet on open learning opportunities in tourism and rural businesses lists nine packages applicable to rural tourism and four on rural businesses (the organisation and management of transport, motor garage management, pub businesses and starting up in catering).

Closer links between the agricultural colleges and the colleges of FHE

76. Whilst the setting up of academic advisory committees has helped to co-ordinate subject expertise both within and between educational institutions, LEAs and colleges should strive further to improve liaison at grass-roots level between staff of the rural colleges (of agriculture/ horticulture) and urban colleges (FE). This could lead to a better use of college resources by sharing staff expertise in subjects such as management, engineering, catering and the sciences, and by joint use of audio-visual aids units, libraries and specialised laboratories. Such co-operation might also help in breaking down the barriers to understanding that exist between town and country. The monotechnic character of the agricultural colleges must be seen to be changing to that of a rural community college.

77. Many colleges have drawn up joint plans for education and training with the advisory and training services, but others need to do so. There can be advantages in devising and delivering joint updating packages in order to ensure that the best use is made of up-to-the minute information, specialist staff and materials.

Updating the agricultural workforce

78. The post-experience updating of the workforce has perhaps been seen as the purview of the ATB and the Agricultural Development Advisory Service (ADAS). Some colleges of agriculture play a part in discussion groups and other forms of post-experience education but there is scope both for more colleges to be involved and for an increase in the degree of involvement. Methods of college financing have inevitably led to a concentration on students in the 16-22 age range, but education is a continuing process and the colleges and other centres have considerable potential to contribute. Such developments should not, however, be at the expense of full-time course provision, in which there is a constant need to ensure high quality.

79. A recent example of an innovatory series of short courses designed to meet the changing needs of the industry was that on Alternative Farm Enterprises offered by Shuttleworth Agricultural College, Biggleswade. These included:

Additional income from using ponds/lakes for fish
Old buildings, new opportunities
The feasibility of introducing new enterprises on the farm
Public access to farms
Improving the management of your shoot
Caravans and camping on the farm
Woodland management

Staff development

80. Recent projects[17,18] have identified an urgent need for more appropriate staff development. The need is perhaps greatest amongst those lecturers who are, or are likely to be, involved in the education and training of adults. There appears to be a shortage of staff with the necessary skills and experience for updating the workforce. For example, periods of secondment should be arranged to enable staff to work with ADAS advisers, private agricultural consultants and farm or farm enterprise managers. Staff should be released to take relevant short courses (e.g. Participative Training Techniques provided by the ATB's National Training Centre).

81. Education authorities will in particular need to consider the needs of staff teaching in agriculture and other areas related to the rural economy as part of the build-up of the staff development plans under the DES Circular 6/86 Grant-Related In-Service Training (GRIST) arrangements.

A regional PICKUP project to develop new open learning systems

82. Many of the changing needs for updating were recently identified, and new programmes developed, in the FEU/PICKUP Project (RP217) based at Harper Adams College.[17] New post-experience open learning systems were produced following a large-scale survey of farmers and growers which enquired into their needs for improved access to knowledge and information on the new technologies. Collaborative teams of college, training and advisory staff worked closely with the employers in the production of innovative programmes on the control of diseases and pests in the winter barley crop and on the production of better grass for silage making.

83. The two programmes were geared to the main growth periods of the crops. They were based on contrasting delivery systems, i.e. audio tapes for the barley growers and a meeting of an ATB group for the grassland farmers. The first was aimed at farmers and crop managers who had attended county colleges of agriculture. Both programmes were topical, timely, short and inexpensive, and used credible learning consultants. The uptake was around 50% of the target (i.e. 16 farmers for the barley programme and 13 for the grass course). Cost-effectiveness was calculated for the first programme and, assuming that non-

recurring development costs would be spread over future programmes and that marketing was improved, the learning system was shown to be commercially viable. Evaluation showed a clear demand for more updating programmes of this nature.

9. MARKETING OF NEW LAND-BASED LEARNING PROGRAMMES FOR PRE- AND POST-EXPERIENCE LEARNERS

Improving consultative mechanisms

84. Research has indicated that LEAs and colleges should formulate new objectives specifically for the post-experience area of education. Whilst industrial liaison was considered to be at its best when the needs of the industry were focused on increased agricultural production, there is now a necessity for new and more effective consultative bodies in order to initiate the developments required to meet the changes referred to in paragraph 62 and to monitor progress. Governing bodies and advisory committees are largely representative and seem to work to traditional norms. As the work of the colleges changes, as inevitably it must if they are to survive, new working groups become necessary in order to inject new ideas and reach out to the wider rural workforce, both employed and unemployed. Local Employer Networks (LENs) in rural areas might well be a useful source of information on training needs.

College market audits: marketing post-experience courses

85. In order to move from a reactive to a proactive stance, LEAs and colleges should formulate marketing plans and marketing audits. Research into marketing should include the product (courses and learning programmes), sales (fees) and advertising, as well as the market for learners (pre- and post-experience)[19]. Much can be done through assessments of college records, statistics, promotional methods and market research undertaken by other organisations and collaborative projects. Market research specific to a particular college, catchment area or area of competence can be expensive and might require the services of experts.

86. Effective promotion is a vital part of the marketing process. It is encouraging to note that agricultural colleges are appointing directors of marketing and it will be interesting to monitor their effectiveness. This will depend on a number of factors, including their background and experience, the resources made available to them and their accountability. Marketing should be aimed at all aspects of the rural ecomony in order to exploit to the full the potential of colleges as rural resource bases.

87. The market for post-experience education is potentially large - a recent survey[17] has shown that, at best, only 30% of farmers take advantage of updating opportunities, although many want the chance to participate more. Many courses offered by the colleges are unfilled and this suggests poor marketing which could be due to lack of expertise.

88. Organisers of land-based learning programmes should make full use of rural organisations, such as the Young Farmers' Clubs (YFCs) and Women's Institutes, which are a potent influence in the rural culture. Both have an educational as well as a social role and YFCs, which are grant-aided as youth clubs, include young people up to their mid-20s and are by no means restricted to the sons and daughters of farmers.

89. The importance of the farmer's spouse in the decision-making process is particularly important on smaller farms.[20] Many courses already attract them in significant numbers, but recent evidence[17] has pointed to a need for considerably more learning opportunities in, for example, the keeping of farm accounts and in farm office organisation.

90. Women in farming communities have a considerable influence on certain agricultural matters through organisations such as the Women's Farm and Garden Association and the Women's Farming Union. They may well also play a significant part in a wide range of decisions affecting land-based industries. This too has implications for the design and promotion of new educational programmes.

91. The marketing of updating courses and programmes will require particularly careful research as past college experience has been mainly with pre-experience students. The findings of surveys, such as those of past students and those undertaken by the ATB, could be of assistance in ensuring that promotion is cost-effective.

Flexible design of courses - modes of delivery and methods of participation

92. A variety of modes of delivery and participation will be necessary in order to meet the needs of different client groups. For instance, the majority of farmers over the age of 40 have received no education since leaving school, and they will require different approaches from the ones for the younger group, who may be more amenable to learning, and particularly to new teaching and learning methods.

93. Most farmers work long hours in isolated situations and provision should be made for updating programmes which are relatively local, simple, specific and easily absorbed.[17] Courses should be short and timely. In some cases there might be advantages in producing courses in collaboration with agricultural trainers and/or advisers.

94. It may be of advantage to promote updating programmes through existing or new groups, for example, training, commodity or discussion groups, but not all members of the workforce will learn best in groups. In that case, home-based learning and mixtures of home-based, tutorial and formal methods could be effective.

95. The National Computer Users Group in Agricultural Education is doing much to disseminate current developments in information technology in colleges and many of their activities could be applied to the updating of the farm workforce.

96. It is now necessary for less formal, more flexible approaches to be added to the curriculum and the pooling of expertise and materials across the range of colleges would facilitate the development of new, tailor-made programmes of instruction. The rural population needs a variety of outreach provision including distance learning and other methods of delivery. New learning methods and materials, flexible lengths of study period and opportunities for the certification of some short courses are all achievable with the new technologies available to the educationalist.

97. The 'Agricola' programme, funded by the MSC and produced jointly by the Lincolnshire and Welsh Colleges of Agriculture, will, together with other open learning initiatives, increase the range of learning opportunities available to the workforce. They are already being used by colleges for full-time students[21] and increasingly for post-experience part-time students. Such courses must be relevant to the customer's needs, however, and a variety of approaches is highly desirable.

98. Correspondence courses such as those in horticultural topics offered by the Aylesbury, Capel Manor, Cumbria and Elmwood Colleges of Agriculture/ Horticulture are further examples of more open forms of provision.

Skill shortages

99. There is also the problem of running the right pre-experience courses in the right place at the right time. Recent correspondence in the national farming press has stated that trained farm staff are hard to come by. One farmer advertised twice in the last three years for a fitter/sprayer operator (not unusual for the larger arable farm) but none of the 25 applicants had had relevant training for the post, although in-depth experience was not required.[22] Shortages of trained cowmen and estate workers have also been reported.

100. The wider needs of the rural population involve competences in transport, a wide range of rural crafts, the construction and maintenance of boundaries and other tasks which may not fit easily into standard vocational categories.

10. SUMMARY, CONCLUSIONS, ISSUES AND RECOMMENDATIONS

The Role of the agricultural industry

101. This paper set out to describe the rural economy with particular reference to changes taking place in the agricultural industry. It is this industry, together with its related occupations, that has the greatest ability to stimulate alternative output, income and employment in the rest of that economy.

102. Agriculture will continue to be the predominant user of the land and its main generator of income. Some land will either go out of production entirely or at least be farmed so extensively that the annual income from food production will be minimal. (Paragraphs 13-15.)

103. Agriculture will no longer be concerned simply with food production, but will become part of a multipurpose land- based industry capable of serving the nation's needs for the protection of wildlife and the environment, for rural tourism and recreation and for forestry. A new broad-based agricultural industry will play a major part in the revival of rural industries in decline or threatened with decline and in ensuring the continued prosperity of those which are currently healthy. (Paragraphs 4-6.)

Implications for FHE

104. The paper goes on to consider the implications for further, higher and adult education and highlights some important issues for LEAs and managers of educational institutions. The following paragraphs highlight a number of these issues.

NAFE Development Plans

105. The rural sector should be a consideration in the composition of LEA NAFE Development Plans and Annual Programmes. Although this sector is numerically small, the rural workforce carries a disproportionately heavy responsibility as the countryside covers most of the UK land area and is of vital concern to the nation. It is essential that adequate resources be made available through a variety of local planning processes, particularly NAFE Development Plans. (Paragraphs 16-18 and 64-75.)

106. The changing pattern of the agricultural workforce should be taken into consideration. For instance, more learning opportunities might emulate the principle established in the one-year certificate courses in agriculture and allied occupations, which include management topics, and more courses could be

considered for offering on a modular basis. (Paragraphs 19, 20.) Educational institutions should use the opportunities presented by the WRNAFE arrangements to consolidate their position as providers of post- as well as pre-experience education for the land-based industries. (Paragraphs 36-39.)

Local innovation

107. There is a need for authorities to allow more freedom for local innovation in the provision of learning opportunities. The present pattern of education for agriculture and allied occupations has developed to serve an industry whose main objective has been, at least for 50 years, to increase home-grown food production. The need now is for rapid adjustment to rural diversification and development. Financial restraints have led to tight regional and national approval procedures but these are being modified to meet NCVQ requirements. (Paragraphs 64- 75.)

Staff development

108. Educational institutions should seek people with expertise in the new skills, using them to train and update their staff who will, in turn, pass the knowledge on to the rural workforce. (Paragraphs 80, 81.)

109. There is an urgent need for more and better staff development in areas such as technical updating, course management, college management, student training and teacher training. (Paragraphs 80, 81.)

110. All FHE institutions have a potential contribution to make, as have some schools. Some of the larger colleges and centres could assist smaller ones by providing staff expertise and other specialist resources. (Paragraphs 76, 77.)

Regional collaboration

111. The concept of regional or area collaboration and information networks should be further explored. For example, the technologies being developed by the NCUGAE could be applied to marketing and servicing post-experience learning programmes. (Paragraphs 92-98.)

112. Management should examine existing consultative mechanisms to ensure that they are sensitive to the changing rural situation (e.g. Are Rural Development Agencies being consulted? Are the Local Employer Networks [LENs] being used?). (Paragraph 84.)

Marketing

113. There is a need for improved market research to serve the new approaches to marketing that the FHE sector is beginning to adopt.

114. LEAs and institutions should designate or appoint marketing officers with

the experience and training to identify needs and promote new programmes for the rural adult workforce. (Paragraphs 86-91.)

The agricultural family

115. Women play an important part in the wider rural workforce and often have special educational and training needs. The importance of the rural family in decision making should be recognised for its potential for promoting and marketing learning opportunities. LEAs and institutional managers need to consider the implications in planning provision related to the rural (domestic) economy. (Paragraphs 89, 90.)

Access

116. Education and training should be made more accessible to the rural population. There is evidence to suggest that fragmented and dispersed rural workforces (both employed and unemployed) are disadvantaged in comparison with those in urban areas and institutions should be capable of making flexible responses to needs by 'opening up' provision.

117. Open learning and new developments in information technology should be exploited wherever appropriate, e.g. in PICKUP-type programmes. Modes of attendance and delivery should take into account the special needs of isolated rural learners, some of whom will be unemployed. (Paragraphs 92-98.)

A call for action

118. Further and higher education is making an increasing contribution to the training and updating of the rural workforce, but it is timely to examine whether the responses to recent developments in the industry and the economy are sufficiently urgent and well orientated. Unless the colleges and other educational institutions become more involved with updating, retraining and continuing education in the rural sector, they will find that other agencies, both public and private, have stepped in to fill the gap.

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21. *Implementing Open Learning in Local Authority Institutions*. FEU/Open Tech, 1986 (being revised).

22. *Farmers Weekly* 9 January 1987. p.38.

GLOSSARY

ADAS	Agricultural Development and Advisory Service
ATB	Agricultural Training Board
BTEC	Business and Technician Education Council
CGTEA	Consultative Group for Training and Education in Agriculture
CGLI	City and Guilds of London Institute
CNAA	Council for National Academic Awards
CoSIRA	Council for Small Industries in Rural Areas
CPVE	Certificate of Pre-Vocational Education
DES	Department of Education and Science
EEC	European Economic Community
FEU	Further Education Unit
FE	Further education
FHE	Further and higher education
GCSE	General Certificate of Secondary Education
GRIST	Grant Related In-Service Training
ILAM	Institute of Leisure and Amenity Management
LEA	Local Education Authority
LEN	Local Employer Network
MAFF	Ministry of Agriculture Fisheries and Food
MSC	Manpower Services Commission
NAB	National Advisory Board (for public service higher education)

NCCAE	National Consultative Committee for Agricultural Education
NCUGAE	National Computer Users Group in Agricultural Education
NEB	National Examination Board (for Agriculture, Horticulture and Allied Industries)
NEBSS	National Examination Board for Supervisory Studies
NCVQ	National Council for Vocational Qualifications
PICKUP	Professional, Industrial and Commercial Updating
RAC	Regional Advisory Councils (for Further Education)
RDA	Rural Development Area
TVEI	Technical and Vocational Education Initiative
WRNAFE	Work Related Non-Advanced Further Education
YFC	Young Farmers' Club
YTS	Youth Training Scheme

APPENDIX I: SOME RELEVANT FEU RESEARCH PROJECTS

PIB - Project Information Bulletin, available from FEU
Date - Refers to date of completion

RP110 A Computer-Based Curricular Provision for Rural Communities. East Devon College of Further Education, 1984.

RP184 A Curriculum for Self-Employment: Entrepreneurial Skills for Very Small Businesses: Phase I. Hartlepool College of Further Education, 1984. Phase II. Wellingborough College, 1985. Published as *Entrepreneurial Skills* FEU, 1987.

RP217 (PICKUP) A Collaborative Project for the Development of Post-Experience Open Learning Systems in Agriculture. Harper Adams Agricultural College, 1986. Published as *Updating the Field* FEU, 1987.

RP230 Entrepreneurship Education in Vocational Preparation - Materials Adaptation. Huddersfield Polytechnic, 1985. Summary published by FEU in *Enterprise Education Bulletin* No.3.

RP244 (PICKUP) Marketing Skills for Craftspeople. Bristol Polytechnic. PIB. Report to be published by FEU.

RP278 Development of a Co-ordinated Adult Education/Training Provision in a Rural Area. Melton Mowbray College of Further Education, 1986. PIB. Report to be published by Longman for FEU.

RP293 (PICKUP) Updating the Small Business in Catering and Tourism in Rural Areas. Herefordshire Technical College, 1986. PIB.

RP322 (REPLAN) Analysis of Training Needs in Leisure Industries. North Warwickshire College of Technology and Art, 1986. Summary of phase I published as *Training for the Leisure Industries* FEU, 1986.

RP338 (PICKUP) Design Factors and the Organisation of Small Craft-Based Production. Herefordshire College of Art and Design, 1987. PIB.

APPENDIX II: RELATED LOCAL COLLABORATIVE PROJECTS (LCPs)

(Title, completion date and address and telephone number of Project Director)

15/84/Wales/2 Alternatives to Dairy Farming - Wales.
ATB, 45 High Street, Shrewsbury, Shropshire SY1 1ST. (0743) 67789

SSLCP/Y&H/3 Training Needs of Small Family Farms - North Yorks Moors National Park, October 1985.
Askham Bryan College of Agriculture and Horticulture, Askham Bryan, York YO2 3PR. (0904) 702121

SSLCP/SW/42 Identification of Alternative Rural Employment Opportunities, Dorset. 1985/86.
ATB, Prince of Wales Road, Dorchester, Dorset DT1 1PY.

SSLCP/M/11 Improvement of Training Provision for Personnel Engaged at All Levels in Intensive Pig Production - N. Lincolnshire. End of 1985.
ATB, Castlegate, Grantham, Lincolnshire NG31 6SE. (0476)63402/62652

SSLCP/M/17 Midlands Heat Conservation (Counties of Lincolnshire, Nottinghamshire, Staffordshire, Warwickshire, Leicestershire and Derbyshire) November, 1984.
ATB, Princes House, 13 Princes Square, Harrogate, North Yorkshire HG1 1CW. (0423) 61821

SSLCP/NW/9 Grow Grass - Lancashire. February, 1986.
ATB, Council Offices, Garstang, Preston, Lancashire PR3 1EB. (09952) 5174

SSLCP/SE/15 Post-Experience Management Education in Agriculture - East Anglia. November, 1985.
Shuttleworth Agricultural College, Old Warden Park, Biggleswade, Bedfordshire SG18 9DX. (076 727) 441

30/84/SW3 An Investigation into the Provision of Training for the Agricultural Industry for the Next Decade in Somerset. March, 1986.
ATB, Trinity Court, Southernhay East, Exeter, Devon EX1 1PD. (0392) 74015

- Training Needs for Pig Stockmen - Lothian. February 1986.
ATB, OverGoyar House, Goyarbank, Edinburgh EH12 9DD. (031) 339 3002

- Income from Non-Farming Rural Sector - East Anglia. November, 1986.
Shuttleworth Agricultural College, Old Warden Park, Biggleswade, Bedfordshire SG18 9DX. (076 722) 441

- Cucumber Production. May 1986.
ATB, Phoenix House, 67a High Street, Haverhill, Suffolk CB9 8AH. (0440) 703131

SSLCP/N/11 Community Horticulture - NE England. June 1986.
Durham Agricultural College, Haughall, Durham DH1 3SG. (0385) 61351

SSLCP/M/10 Training Needs of the Garden Machinery Industry. July 1985.
Evesham College of Further Education, Cheltenham Road, Evesham, Worcestershire.

- Education and Training in the Small Business Sector for Owner Managers and their Key Staff - Durham.
Copies of Report 4.95 from:
Durham Small Business Club, Room 942, New College, Moor Centre, Durham DH1 5ES.

- Training in the Efficient Use of CO2 under Glass for Nurserymen - Sussex.
ATB, 59 London Road, Horsham, West Sussex RH12 1AN. (0403) 62375

SSLCP/EM&E/22/85/86 To establish and solve the training needs of existing employees and of those setting up new enterprises or relocating in the Rural Development Area – East Northamptonshire and Hunts. Started February 1986.
c/o RDA offices, Market Hall, Market Place, Oundle, Peterborough. (0832) 72070

- Training Requirements of Agricultural/ Horticultural Businesses for Production Systems to Meet Change in Market Requirements - West Cornwall.
ATB, 9 Strangeways Terrace, Truro, Cornwall TR1 2NX. (0872) 40575

- To Assess the Training Needs in New Technology in Agricultural Machinery - Cambridgeshire. Started January, 1986.
Cambridgeshire Farm College, Milton, Cambridgeshire.

- Low Cost Information Technology for Agriculture - Devon.
ATB, Trinity Court, Southernhay East, Exeter, Devon EX1 1PD. (0392) 74015/52681

SSLCP/M/3 Co-ordination and Development of Training and Retraining

Facilities for Agriculture, Horticulture and Forestry - Herefordshire. March, 1987.
NFU, Agriculture House, Beech Business Park, Tillington Road, Hereford HR4 9QJ. (0432) 274264

- East Anglia Salad Producers - East Anglia. Started April, 1986.
ATB, Phoenix House, 67a High Street, Haverhill, Suffolk CB9 8AH. (0440) 703131

PICKUP.LS/NW/2 North West Food Consortium.
Salford College of Technology NW, Frederick Road, Salford M6 6PU. (061) 736 6541, extn. 221

SSLCP/N/18 Adult Training Strategy for Agriculture and Related Rural/Land-Using Enterprise - Durham. February, 1987.
Durham Agricultural College, Houghall, Durham DH1 3SG. (0385) 61351

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The objectives for which **The Further Education Unit (FEU)** *is established are to promote, encourage and develop the efficient provision of further education in the United Kingdom and for that purpose:*
a) to review and evaluate the range of existing further education curricula and programmes and to identify overlap, duplication, deficiencies and inconsistencies therein;
b) to determine priorities for action to improve the provision of further education and to make recommendations as to how such improvement can be effected;
c) to carry out studies in further education and to support investigations of and experimentation in, and the development of further education curricula and to contribute to and assist in the evaluation of initiatives in further education;
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